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ABSTRACT

Intended to explore processes in the interactions of human relations and potentialities which might be applied to leadership development within the realm of administration and teaching of vocational education, this study relates the importance of removing communication barriers and of building the atmosphere of trust. The structural basis for formulating the development covered four major interrelated areas: (1) personal and social relations, (2) occupational interactions, (3) educational relationships, and (4) integration of human potentialities in leadership development. It is recommended that the reader utilize the appended list of suggested references to gain more information relative to leadership development. (GB)

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THE DEVELOPMENT OF HUMAN POTENTIALITIES IN LEADERSHIP ROLES FOR VOCATIONAL ADMINISTRATORS AND TEACHERS

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I KNOW YOU BELIEVE YOU UNDERSTOOD WHAT
YOU THINK I SAID;

HOWEVER, I'M NOT SURE YOU REALIZE THAT
WHAT I THINK YOU HEARD IS NOT WHAT
I MEANT....

or.....

HOW DO WE NEED TO CLOSE THE COMMUNICATIONS
GAP FOR EFFECTIVE LEADERSHIP?

FOREWARD

The primary purpose of this study was to explore various processes in the interactions of human relations and potentialities which might be applied to leadership development within the realm of administration and teaching of vocational education. Some references in this study were drawn from information gathered at a workshop in which Mental Health Concepts in the Nursing Curriculum were pursued. This mental health workshop was sponsored by the Nursing College Continuation Education Division, University of Colorado Medical Center, Denver, Colorado. Many basic concepts of human relations were applicable to the primary purpose stated above.

The principal concern of this bulletin is centered about the importance of self-understanding and self-acceptance before successful self-extension to other individuals could occur. The importance of removing communication barriers and of building the atmosphere of trust have been part of the ingredients used.

An effort was made to identify factors affecting or supporting behavioral changes in leadership development. Possible alternatives were explored, and approaches for developing experimental processes as content for an experimental setting for meaningful development of leadership interaction were studied. Details of techniques for conducting seminars are not reported in this bulletin.

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CHAPTER I

INTRODUCTION

The Problem

The objective of this study was to determine the possibility of transferring the various processes in the interaction of human relations and potentialities utilized in several disciplines to leadership development in vocational education. It is recognized by many leaders in vocational education that we must see more vocational teachers and administrators becoming a real person. There is need for more relevant teachers and administrators in vocational education who can listen to and feel with those with whom they are working. These leaders must seek to be a whole person with respect to self identity and commitment, openess and truth.

Thus, the problem of incorporating this type of training into a professional personnel leadership preparation program does exist and this study explores the various concepts involved.

Overview of an Experience

In 1969 the University of Colorado School of Nursing sponsored a Continuation Education Workshop in July and December to discuss and to develop certain basic understandings among varied levels of nursing educators. The purpose of conducting such a workshop in two sessions five months apart was to develop a foundation of objectives and to select an existent problem in the area of human relations at the home program, develop approaches for problem solving through cooperative faculty participation, and to exercise these approaches within the limited period between the two phases of the institute. A follow-up report was submitted to determine success or failure of the individual projects.

During the first week of the workshop many emotions were felt, revealed, and discussed. The lack of trust among educators from three distinct levels of nursing education culminated in extremely high-tension experiences, and communications became very difficult. At this point, members of the institute experienced discomfort and anxiety of such proportions that it was necessary for the leader to properly guide the progress of the communicators so that the differences were frankly and openly ventilated. Thereafter, the tempo of the workshop picked up momentum so that at the end of the first week, everyone was enthusiastically participating in the business to come, and all were eager to pursue their projects and return for the second session to share the results of their efforts toward integrating mental health concepts from their own experiential process felt at this initial workshop.

The second workshop session was attended by the same participants, who were familiar with one another, and the entire week was spent in many "rapid-fire" interactions - some volatile, but open-minded - and much trust and understanding of one another occurred in some of the most highly-charged interactions ever encountered by the participants. The gamut of emotions observed and experienced was exciting and enlightening.

Several contemporary sources of literature were used to expand modern opinions on human behavior, encounter, and communications. From such resources, four major areas of study were formulated to give a broad structure to this writing: 1) social interactions and the personal involvement, 2) occupational interactions, 3) teacher-student relations, and 4) integration of human potentialities in leadership.

A general structure for the implementation of the ideas compiled for this study was developed in anticipation of a follow-up practicum or seminar in leadership development.

CHAPTER II

OVERVIEW OF SELECTED LITERATURE

Some of the contemporary reviews were drawn from a wide range of resources. For example, one of the outstanding modern references was a book titled The Peter Principle. (Peter, 1969). This literary work deals with satirical and humorous, yet deadly accurate, implications for the inevitable rise of many individuals in our American system of administrative and business aspirants to levels of incompetency. Many famous theories and principles were cited by Dr. Peter and were ironically maneuvered by him to develop his Principle around each one to refute its original rule and meaning. Further reviews of literature revealed numerous, less pointed, repetitions of the Peter Principle interwoven in the writings.

Other resources included such works as Eric Hoffer's The Passionate State of Mind and The Ordeal of Change. Both books relate a great many aphorisms and historical changes occurring in cultural ethnic groups throughout the world. The effect of change on the human mind illicits resistance in varying degrees and definitely requires cognizance by those who would impose variances to the status quo.

Another modern work which reinforced the Peter Principle was Games People Play (Berne, 1967). The "games" played by people with one another throughout life as they interact, reinforce, or tear down relationships in attempts to communicate are cited in intricate plans.

A similar work, Put Offs and Come Ons (Chapman, 1968) deals with psychological maneuvers and stratagems employed by individuals in all walks of American society today, whether it be social, domestic, educational, industrial, or business in nature. The flavor is typically humor once more; yet, serious implications of truth are firmly entrenched in this book.

Two other sources which are both entertaining and highly educational are records by the famous lecturer and psychologist, Dr. Murray Banks. The titles of these monologues are: Just in Case You Think You're Normal and How to Live With Yourself. Both records deal with the concepts of self-awareness, self-understanding, and self-acceptance in order to relate with others and live a happy life.

On the more serious side dealing with methodology of integration of human relations and mental health concepts are the following:

Integration of Mental Health Concepts Within the Human Relations Professions (Bank Street College of Education, 1962) reaches such areas as education, medicine, psychology, law, religion, nursing, social work, and dentistry.

A contemporary work, Understanding Media: The Extensions of Man (McLuhan, 1964) deals with modern methods of communications media in a highly technological society and the modern semantics of the verbal, literary, visual, auditory, and other sensory experiences of man.

A reference titled Psycho-Cybernetics (Maltz, 1960) develops a technique for the use of "subconscious power" towards self-improvement and success through controlled maneuvers of self-image and role development of ones personality.

A supplementary reference edited by Cooper (1958), The Two Ends of the Log, is the compiled works of several writers concerned with "Learning and teaching in today's college". Included in this book are topics discussing student-teacher relations, appraisal of the educator, the growth of the educator, the evaluation of teaching, et cetera.

Information on leadership development and human relations were researched from other sources: A booklet titled Leadership in Nursing - Planning for Change (Bennett, 1966) deals with structures and guidelines for activation of effective leadership in introducing and assisting with adaptations to change in the nursing profession.

A radical and exciting approach to success and leadership in business and industry is outlined by Robert Townsend in his bestseller Up the Organization! (1969). Mr. Townsend's manual is one of "survival for corporate guerrillas" and the "conduct of institutions" - a truly dynamic and extremely different type of approach to contrast with the established and traditional methods of conducting business today.

Perhaps one of the most significant references is the book edited and compiled by H.A. Otto (1966), Explorations in Human Potentialities. A wide scope of human relations, psychological, educational, and other facets of exploration, of alternatives and techniques into self-awareness, and discovery of personal potentialities, and their utilization for self actualization are but a few of the significant areas realistically relevant to leadership development.

Other articles from current periodicals were used for supportive readings and some are included in the appendix. Several works were unavailable for

inclusion in this paper despite previous readings at former times. The titles, however, have been included in the reference list to supply additional pertinent resources for the reader.

CHAPTER III

PROBLEM DEVELOPMENT

The content of this study includes four major areas of human development and interactions. All of these areas focus upon the integration of concepts of human relations in the progressive development of the individual toward leadership roles.

Personal Involvement in Social Relations

There is an endless wealth of resources to be found in literary works by psychologists, psychiatrists, sociologists, and other authorities of similar caliber on principles, theories, and explorations into the realm of human relations and interactions in the social milieu.

The focus in this area is found in the basic needs of all human beings for recognition of the self, of knowing the self, of accepting the self, and expanding awareness of the self in relation to other human beings. According to Dr. Banks in his well-known recording, (How to Live With Yourself) every person possesses four basic needs: 1) I want to live, 2) I want recognition, 3) I want someone to love me, 4) I want variety. In essence, Dr. Banks lists the basic needs in simpler terms which are in part the same list of needs described by Maslow in his theory. The will and desire to live requires provision for basic physical and physiological needs; recognition to stimulate the pride, ego, and desire for success; (the will to live relies on recognition by others); love is perhaps one of the most important of needs in its variety

of forms in terms of personal and social interpretations. Without love the inner fire of the soul goes out; the unloved infant will wither, and its mental processes fail to develop; so is the adult affected without the love stimulus. The variety, or "spices of life", helps to challenge the individual to move towards self-actualization through use of his potentialities.

Among some vital questions to ask the self in relationship to others of his sphere are: (Banks, 1968)

1. Are you happy? It is a by-product of the life process of adjustment to everyday problems.
2. Do you have zest for living? Or are you a self-pitier?
3. Are you socially adjusted? Loss of interest is a vicious symptom of illness.
4. Can you live with each problem as it arises?
5. Do you have insight into your own life? None are so blind as those who cannot or refuse to see themselves.
6. Do you have a genuine, trusting, confidential relationship with someone? Or will he "double-cross"you?
7. Do you have a sense of humor? Can you laugh at yourself?
8. Are you in satisfying work? You will never break down if the job is enjoyable.
9. Do you know how to worry effectively? Do something about it.
10. Do you have an educated heart? I.e., ability to bring some happiness to others and see their point of view? Feel joy in someone else without being buried in yourself.

Everyone suffers from frustrations in life. How one copes with and adjusts to these frustrations determines our level of maturity and depth or degree of happiness within our life span.

"The theory of social intercourse refers to the infant deprived of handling who tends to sink into . . . irreversible decline and are prone to succumb . . . to . . . disease. Emotional deprivation has a fatal outcome. Thus stimulus-hunger indicates that the most favored forms of stimuli are those of physical intimacy. Further, adults subjected to social and sensory deprivation experience transient psychosis. (Berne, 1967) Berne also

pursues the theory that all of life is played in many forms of "games" as a human relations process or vehicle. The principle is that any social intercourse whatever has a biological advantage over no intercourse at all to promote health in human beings. Dr. Berne refers to the recognition-hunger which, in adults, lends a variety to social intercourse and helps to determine the individual's destiny. Another stimuli response is structure-hunger, the eternal problem of how to structure ones waking hours; in this existential sense, the function of all social living is to lend mutual assistance for this project.

The essential characteristic of human play is not spurious emotions but regulated ones. The advantages of social contact are related to such emotions as the relief of tension, avoidance of unpleasant situations, procurement of means for feeding the various stimuli-response hungers, and maintenance of an established equilibrium. Also the most gratifying social contact are games of intimacy - building of trust, confidence, comfort - with others in our sphere. Again Berne states that significant social intercourse commonly takes the form of games involving group dynamics. Further, observations of social activity show noticeable changes in posture, viewpoint, voice, vocabulary, et al., aspects of behavioral changes and may be accompanied by shifts of feeling.

This unit of social intercourse is a <u>transaction</u>. The encounter by involved parties in which response to stimuli occurs between them in a supportive mode is a <u>complementary transaction</u> so that a climate of favorable communication occurs, and progress is smooth. However, the converse may occur in a <u>crossed transaction</u> in which communication is broken; this state causes most of the social difficulties in our world. Thus in social interactions the transactions are carried out in some form of programmed ritual or procedure based upon past experiences throughout life and directed toward the manipulation of reality for the individual.

Dr. Charles Welch, Professor of the Department of Mass Communications at the University of Denver, has provided some fundamentals in the communications between human and social relations. Variables in interpreting communicated ideas include context, usage, meaning, et al, characteristics of what one attempts to communicate. The receiver of this communication interprets the information within his own frame of reference based upon his cognition and past experiences. "Recruiting in" facts, reinforcing some facts, and "fractionating out" other facts are processes experienced throughout everyone's life. Accurate interpretation of communications depends upon self-identity (knowing oneself) before effective interaction can occur with others in the social setting.

Some ideas developed from Dr. Welch's teaching are:

1. Self-knowledge enhances social interaction.
2. Group inclusion requires inclusion of the SELF (I, ME) who can freely interact with others; the inability to do so earns group rejection and exclusion.
3. Increase of stress and anxiety results in withdrawal from the group.
4. Group interactions widen the individual's sphere of cognizance by enabling him to "recruit in" a wider array of experiences from the multiple interactions.
5. Social pressures and group acceptance are balanced by the role image as the individual perceives himself and his role as seen by others.
6. Knowing and accepting the self leads to successful social interactions with others; acceptance by the social group in turn enhances ones sensitivity to self-extension in a complementary and supportive function to the needs of others.

In this section the need of the individual to be accepted by his peers and contemporaries in the social milieu has been scanned. Discovery of the self-image is the determining factor for success or failure. To really "live", i.e., to find life reasonably satisfying, one must have a realistic self-image one can live with. One must find a self acceptable to "self"

with a wholesome self-esteem, with trust, without shame to "be" or to "become", with creative expression, and effective function in a "real world". (Maltz, 1960)

Human Relations in Occupational Interactions

In the modern world of work the rapid advances of technology and automation demand highly skilled, efficient technologists and leaders whose expertise is conditioned to high levels of productive sophistication. A large segment of human sensuality and emotion is negated in the rapid crossfire of technological progress and business transactions which industries perpetuate in the race to produce goods and services for consumer conveniences. The manufacturers of luxuries and commodities soon become programmed to use "hard-nosed" tactics and grab for materialistic gains without regard for human dignity and the respect of individual human rights. The ethics of human relations begin to lack genuine sincerity and integrity in a society beset by the proponents of "hard sell" and by those who aspire to elevation of position for prestige, power, and pecuniary gains. In the wake of such ambitions lie the destruction or diseased alterations of certain human values and the crippling of conscience, as more people jump on the ferris wheel to rush to the top.

The annual rise in capital losses to business and industry due to forms of mental or emotional illness and incapacities to cope with increasing demands of employment on the job and off has added up to a ten billion dollar deficit. Therefore, occupational management and education have a responsibility of integrating sound practices of mental health and effective personal relations which are satisfying and lasting. Such relations need to be built on a foundation of comfort with the self, comfort with others, ability to cope, and a climate of trust.

"Eighty-five percent of all industrial accidents occur due to poor mental health among employees. More absenteeism than almost any other illness is caused by emotionally upset workers. Some seventy per cent who are dismissed for inefficiency or inability to get along with co-workers or management are actually sufferers of some emotional disorder." (McCool, 1968)

The level of incompetency by leaders is attained by those persons in almost every segment of the occupational and professional strata. Incompetence knows no barriers of sex, time or place, and a large segment of human beings flounder in a morass of occupational, academic, and administrative inefficiency. To counteract this status requires creative control of personal, social, and business problems through various manipulation of human interactions. (Peter, 1969)

Maneuvers and stratagems in business and professional interactions take on broader fields of relationships. However, fundamental human feelings - hostility, fear, suspicion, love, domination, dependency, et cetera - still must be considered as a vital and integral part of occupational relations. Basic emotions are constantly exploited by maneuvers and stratagems which mold and design these emotions to actuate the striving for some achievement or to cling firmly to the status quo with its facade of unproductive comfort. (Chapman, 1968)

Industry and business tend to foster problems of employee relations because they are "boxed" within the framework of their jobs. Rigid boundaries between employees and employers keep each group from stepping out of these "boxes". Such a trap prevents ventilation of problems by the employee; pressure and discontent build up to a point of crisis. Such tension and anxiety cause undue hostility, inferior work, absenteeism, and accident or harm to self and to

others. However, the anxiety-free climate induces an atmosphere of emotional comfort in which problems are aired, situations dealt with as they arise, and pressures are not allowed to accumulate to dangerous levels. The art of effective communication needs to be learned and used by both employer and employee to obviate possible gaps in sound human relations. (McCool, 1969)

The employee is urged to examine the inner self, assess his unique talents, and strive to keep them unique. Excitement over the urgency and importance of the job make it essential so long as the skills and knowledge provided by the worker are contributive to the progress of the industry. Encouragement of the employee to be involved in his professional organization, in his community, and in continuing education expands his total awareness of his role in the world of work.

The Teacher-Student Relationship

Effective communication between teacher and student cannot occur until the teacher examines his personal roles, first as a human being, secondly as a unique individual imbued with the values which lend uniqueness, and thirdly as a vital member of the educational system. The process of reaching the student to instill supportive learning reverts to the basic principle discussed earlier on personal development in social relations: Know the self; accept the self; develop interaction with others; and accept others. All of these values enhance sensitivity to the needs of others. Once the faculty member establishes his role and can perform comfortably in this role, he is able to interact with the student and transfer learning to him. The procedurally oriented faculty finds security in the narrowness of didactism, and effective learning transference is blocked.

Needs of students must be met individually, and teaching principles and concepts must be tempered with flexibility. A climate of comfort and trust can be nurtured so that creativity can be encouraged by the faculty. Thus, the student will not demand a "black or white" answer to avoid making their own decisions about the material to be learned. Although the teacher is the "role model" to students, the former must take care that his teaching does not re-mold the student to emulate the teacher role, but the student must learn to use the "learning experience" molded to his own frame of reference to gain meaningful results.

Many anxiety producing situations seem to be a traditional part of the educational structure. Rigidity in discipline, conformity, grades, rank, et cetera, all have a part in the tension-provoking establishment. If the teacher is confidently secure and comfortable in his role, he can relate more effectively with his students. Conducive factors include a measure of controlled flexibility, a relaxed, comfortable atmosphere, and the right to reserve the maintenance of a pleasant and agreeable "professional distance" from the student. Once free and trusting ventilation can occur between student and teacher, without fear of repercussion or ridicule, the right to be heard and the courage to question a situation will occur more spontaneously without causing friction or guilt in both parties. Intelligent confrontation can be productively utilized as a reinforcing value to the enhancement of interpersonal relations. It is important for the student to experience feelings or situations within copable limits to instill an understanding of the learning objectives. The teacher also must understand and use these processes and objectives at the appropriate times to assist the student to sharpen his ability to perceive the behavioral patterns and needs expressed by his fellowmen.

In a teaching-learning process the student can be allowed to experience various degrees of anxiety to the point of anger before intellectual exchange can occur. The process is instigated by the teacher, who must also be able to curb and control the situation at the right moment to preserve the quality of the learning experience.

One of the objectives of the human potential process - once the teacher accepts himself and his own strengths - is for the assistance from the group process to support and to raise the personality strength. Also, the process establishes achievable, realistic, measurable goals within the student's value system. The teacher must assess the student's interest and understanding, nurture dialogue, and assist with the meanings of the interactions. Then the "feeling" or experiential process (e.g., "listen to" or "feel with") helps the student to feel the right to think for himself. Interaction and honest, open communications require insight before the learning can occur through behavioral changes gained from the experience of interaction with others. (Heiss, 1969)

The teacher who becomes tense and anxious himself tends to teach as he was taught, rather than to teach as he was taught to teach. Such an attitude is soon picked up by the students who become "uptight" and blocks the learning process. Therefore, the basic priority for each teacher is to understand and to accept a comfortable self-image and a realistic assessment of his role and of his shortcomings before meaningful communications with his students and other faculty can occur.

Open-mindedness, trust, harnessed criticism, and a genuine willingness to LISTEN to the student are a necessary set of qualities for optimum relationships.

The student must be stimulated to assess his own self-awareness, his role, his relationship to others, and his value system so what he learns produces the desired behavioral changes in keeping with the teaching objectives.

In occupational training the faculty have a responsibility to guard against exploitation of the student's abilities and potentials. He must be made aware of legal qualifications for job entry and be able to assert his "beginning" abilities so that exploiting influences cannot create the impression of incompetence, as he enters employment. He should have gained - in order of importance - three valuable assets from his training: 1) the ability to get along with others; 2) the ability to retain his job successfully; and 3) the manipulative skills necessary for the job. Placing the human relations factor as top priority is the choice qualification of a majority of employing agencies. Therefore, the previous section of this paper must overlap with the educational sphere for proper articulation.

As in the previous sections of this discourse, all meaningful interactions, interrelationships, and communications are balanced by the fulcrum of self-acceptance.

Integration of Human Potentialities in Leadership Development

The area of leadership development is built upon the broad foundations explored in the previous sections. Without conceptual awareness of human relationships in the social, occupational, and educational milieu, the administrative leader has no structural guidelines for planning, organizing, developing, coordinating, and maintaining a highly productive establishment for his staff and for the total institution which he represents.

Business and industrial managers need to be more aware of the need to create an atmosphere of trust and comfort in which the employees can have free expression. Supervisors must strive to remove the fear of retribution for opinions expressed by employees; they must also nurture constructive creativity by the employees with twofold purpose - to increase production of the plant and to increase quality of the establishment, thereby stimulating a sense of self-worth in the staff. A vital factor to be considered in favor of the staff is to be aware of personal problems, especially to those issues relative to groups with decision making functions. The weight of personal problems may affect the final decision by a group. Theoretically, problem solving does not provide for this type of deterrent. Essentially the process involves stating the problem, gathering data, studying its parameters, ways and means for solutions, and the final outcome. Discussions allow "recruiting in" a variety of aspects and sifting of facts, followed by "fractionating out" irrelevant issues in favor of priorities until an acceptable level of understanding and concensus is reached. This "rational, logical process is called the 'task process'." (McCool, 1969)

Many forces are at work, however, and the deliberations of the group are affected by the "psychic process" which affects the outcome in solving a problem. The supervisor may dismiss such factors by instructing the personnel to "leave his problems at home". Realistically such orders are often ignored, or the problem is too cumbersome to unload on the threshold of the work premises, as the employee attends his work day, and many emotional manifestations might occur - fight, flight, dependency, pairing, inclusion, exclusion control, et cetera.

Consequently, administrative leaders and supervisors must develop an acute perception to these human reactions and interactions among the staff members so communications can be open and the media channels are kept open and fluid in both directions.

A somewhat humorous, satirical work, The Peter Principal, presents the realistic hazard in the administrative and leadership hierarchies. The entire work is based upon innumerable approaches to the problem of incompetence seen at all strata of leadership positions. The Principle states: "In a hierarchy every employee tends to rise to his level of incompetence." (Peter, 1969) Public and private administration is the prime target for this book.

Promotions to leadership positions from levels of competence may result in attaining the final position of incompetence at which the individual remains for the rest of his career, unless self insight into his incompetence occurs, and he has courage to return to his level of top competency. Peter facetiously called the common phrase, "being kicked upstairs", his theory of "percussive sublimation". The actual work of any institution is accomplished by those persons who have not yet reached their level of incompetence. When an employee rises to his level of incompetence, Peter maintains that nothing fails like success, and nothing succeeds like failure! (Peter, 1969)

The breakdown in efficient administrative communications often is caused by smugly competent "leaders" who are dealing more with "things" than with people. These individuals are usually socially and mentally inadequate for their leadership role. Their academic preparation may have been accomplished by brilliant "on-paper" accomplishments; and, the duties and functions may be

carried out with textbook objectives, but the realistic outcomes would fall far short of quality points without the perception and sensitivity to the needs of his staff.

Those who compete successfully do not necessarily become leaders in the deeper sense of the right "know-how". "To excel on a scale set by nature or by society is one thing; to give creative stimulus to others working within the same general field is another." (Otto, 1966). Rewards for excellent achievement of progress engulfs more in terms of early identification, valuing, and cultivating the leader who is able to support, nourish, enrich, and stimulate those who have potentialities of highly knowledgeable skills or creativity. Otto states, "Leadership training is not <u>just</u> training to excel; it is a special and qualitatively different kind of capacity."

One cold and callous facet of the administrative hierarchy involves the manipulation of stratagems passed down to lesser ranks. Policy gives a selfish, ambitious strategist a cudgel to use against others. "People are hired, fired, transferred, demoted, promoted, worried, bullied, flattered, and evaded in the name of administrative policy. Whatever the strategist wants for himself is justified in the name of policy and evasion by desire is done similarly." (Chapman, 1968)

Therefore, the eventual breakdown of efficiency among the staff under the tensions and pressures of "man's inhumanity to man" in the materialistic climb to professional success creates a gigantic disease of incompetence and stifling of initiative and creativeness. The vital need today is the ultimate goal to restore "man's humanity to man" at all levels of our society through meaningful human relations. "Industrialization, mass education, mass entertainment, central administration would ... be crimes against humanity, if they

did not allow for the actualization of human potentialities. The individual within modern mammoth organizations must have some opportunity to be himself." Further, "a brilliant administrator may actualize himself .., yet commit a crime against mankind by destroying what man basically is: human potentiality ... He enjoys his self-actualization by awareness of a world of welfare for others, and he paralyzes his proteges as human potentiality by not allowing free voice and action in his enterprise. Patronage can be attacks on the very being of man." (Otto, 1966)

Man's interpersonal encounters are essentially "social" in all varieties of communications media. The administrative function and structure in educational institutions have undergone changes in terms of integrating interpersonal relations processes with the establishment. "Institutions have one function or purpose - to serve as a framework for the actualization of human potential". (Otto, 1966)

Ordway Tead in The Art of Administration states that "democratic administration is that direction . . . of an organization which assures that aims are shared in the making, that working policies . . . are agreed to by those involved, that all who participate feel free and eager to contribute their best creative effort, that stimulating personal leadership is assured, and that the total outcome maximizes the aims of the organization while contributing to the growing selfhood of all involved in . . . realized benefits."

Concerning more on leadership, Robert Townsend (of Avis, Corp.) in his 1970 bestseller, Up The Organization, wrote that true leadership must be for benefit to the followers, not for enrichment of the leaders. One clue to a true leader is recognizable, because his staff consistently will turn in

superior performances. Leadership responsibilities must be based on personal attitude toward other people in a changing society, and person-centered leaders enhance a change effort in a friendly and supportive climate despite opposition to change. (Bennett, 1966)

Lao Tzu: "To lead the people, walk behind them"

CHAPTER IV

A SUGGESTED CONSTRUCT FOR A SEMINAR IN LEADERSHIP DEVELOPMENT

A brief purview of possible approaches for integration of human relations awareness into leadership development includes some of the structured or established methods as well as the alternative choice for a freely unstructured encounter group with spontaneous evolvement of experiential processes.

The commonest form of supportive technique is counseling and guidance with interview. Many variables, blocking, withholding of the true and inner person occurs because of the academic frame within which the counselor functions.

The multiple-impact therapy is a type of group dynamics in which a group of counselors provide supportive counterbalance for one another in assisting the individual in gaining wider insight into divergent facets of a problem.

Team or group therapy and role play are freer forms of support and provide a climate of greater comfort and trust. The observation and awareness of body English conveys much meaning. The subjectivity of learning from "within" the person arises from personal involvement in such vehicles as role play in which both role player and observer may learn to "feel" and "to be". In group sessions the confrontation or free language exchange lend a broader frame of reference to the understanding of human reactions and feelings. Mutuality,

spontaneous expression of one's innermost feeling, developing the courage to be truthful, - all of these abilities enable greater communications. The group motivates the individual to develop a stronger commitment to change and "forces" him to acknowledge a more truthful self-image as he begins to function with greater authenticity.

The unstructured group encounter might be more direct than the other methods mentioned in that the action toward self-awareness and self-discovery through spontaneous interactions with the group can occur with greater rapidity. The feeling of wonder, exhilaration, affections toward other group members are positive feelings which typically are manifested in the self-discovery process.

The effectiveness of the leader for this seminar depends less on academic knowledge of psychology but more on personal characteristics (emotions and awareness of others, e.g.)

Carl Rogers suggests that the group model be held in a room free of the atmosphere and classic setting of a lecture room. The group size should be limited to 15 members or less in a room conducive to closeness and comfort so anxiety levels might be reduced. He states that two-hour uninterrupted sessions are more effective than shorter periods. A more intensive encounter suggested is a full time two or three weeks retreat at a mountain lodge. These sessions should be permissive but with some basic structure and direction, and they should be informal to encourage a creative atmosphere. The seminar leader must be in touch with his own feelings and be comfortable with the expression of strong feelings of the others in the group.

Through various methods the self-image becomes altered to be more like one wishes to be in developing the human potentialities. The influence of education, psychology, and religion are essential to the recognition and "feeling of inner forces which work toward unity, health, fullness of life, and purposeful development toward . . . conscious awareness." (Otto, 1966)

Three processes of self-image alteration includes: 1) problem solving through the conventional dynamics of "T Groups" or "sensitivity training"; 2) by-pass process temporarily overrides specific problem areas and centers on changes occurring in personality so that the self-image changes more directly; 3) personality Change Process uses psychedelic therapy to change the self-image through experiences perceived as revealing a higher self-awareness than previously known to the self.

Whether or not one chooses to follow any given structure for leadership training is a choice of those involved in conducting the seminar. There are several combinations of techniques which might be used to tailor the method to the group's particular needs. The important ingredients to include in any group encounter work is the attainment of a close, intimate, trusting climate in which the participants will be free to discuss their inner feelings without fear or rebuff, censure, or future guilt or disclosure of confidences. The chief aim or result would be to lead the individual to experience the awakening of his awareness to his true self-image and acceptance and recognition of his potentialities through a perceptive sensitivity to the revelations observed and experienced by those about him. The highest level of education to be achieved is man's knowledge of himself. Then can he become a true leader through extended awareness and understanding of his colleagues and subordinates with whom he must interact with productive success.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In summary of this work, the problem dealt with transference of mental health concepts to the human relations medium in leadership development in vocational education. The review of literature afforded some structural basis for formulating the problem development, which was expanded into four major, interrelated and reinforcing areas: 1) personal and social relations, 2) occupational interactions, 3) educational relationships, and 4) integration of human potentialities in leadership development. A brief review of leadership development and group interaction methods were covered for possible use in seminar activities.

To conclude this study, the author feels rather inadequate in the brevity of the avenues explored and of the material related herein. The field of human potential research is boundless, and the more one pursues a knowledge within the inner reaches of the human being, the more intriguing is the search and the discoveries to be found.

It is recommended that the reader would gain far more information relative to leadership development by pursuing some of the suggested references listed in this paper. The information from this study should be utilized in any way that would mold itself best to the needs of the group. Care should be exercised so that over-structuring with conventional methods does not restrict or stifle the desired outcomes in the participants. It must be remembered that the most essential consideration is that the group must reach mutual comfort and trust, free of repercussions, before the true flow of human interactions of self-awareness

can occur. In conclusion, we utilize these final words:

> "As for the best leaders, the people do not notice their existence. The next best, the people honor and praise. The next, people fear; and the next, the people hate . . . When the best leader's work is done, the people say, 'We did it ourselves!'"
>
> - Lao Tsu

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